In a continuously shifting 21st century climate, with burgeoning youth demographics, changing geopolitical and local dynamics, how can we advance youth and children’s rights to intellectual, personal and social development? Facing security threats and deepening instability in many corners of the world, what does it take for a girl to become empowered today? The CARE education team spearheaded a wide-based consultative effort in late January 2015 to develop responses to these questions.

Bringing together over 50 leading experts and practitioners across the fields of education, technology, academia and humanitarian action, the consultative workshop mixed interactive panel sessions and hands-on group work to inspire debate and dialogue on these issues, driven by a human centered-design approach facilitated by the education consulting firm EdIntersect.

The objectives of the workshop were to develop a theory of change for girls’ empowerment through education that would answer the question, “What does it take for a girl to become empowered now?” Building on the experience of CARE country staff and external partners, the workshop aimed to identify priority issues and approaches that should be incorporated into an empowerment framework that would particularly focus on marginalized adolescents, both in school and out of school. The workshop also sought to identify critical research questions that would help inform and test the theory of change.

The design of the meeting produced valuable outputs on three levels: What we know and don’t know about empowerment, priority issues and key research questions, and the shape of change with a new model for girls’ empowerment and education.
**Introduction**

The Consultative Workshop on Girls’ Empowerment occurred at a critical moment for raising the ambition for girls’ education approaches as part of the post-2015 sustainable development goals with a rising awareness of education driving outcomes across multiple sectors of people’s development. For CARE, the moment is significant as the organization recently developed the CARE 2020 Program Strategy to promote gender equity as a means of attaining social justice, with a focus on linking education to other types of work targeting adolescents and youth. Rather than sectoral outcomes, the CARE 2020 Strategy focuses on outcomes related to people exercising their rights. Key aspects of the CARE 2020 Strategy are: security and resilience, economic empowerment, and gender equality and women’s empowerment. Education is essential and is a building block for all of the outcomes.

The CARE USA Education Team recently developed its CARE Education Sector Strategy 2020: Addressing Inequities, Empowering Learners. This strategy seeks to strengthen gender-transformative adolescent empowerment programming and to enhance learning outcomes by improving educational quality and promoting access and retention. An additional priority is to partner across CARE offices globally to strengthen capabilities.

In addition, work is ongoing at CARE country offices on theories of change to guide country-specific initiatives. All of these levels of CARE’s organization are active in the consultative process described in this report. The consultative workshop was a significant step to implementing the CARE Education Strategy 2020 in harmony with the Larger CARE 2020 Program Strategy, and to provide critical guidance to CARE country offices in preparing their plans for programming for 2015 through 2020 in girls’ empowerment through education.

**PURPOSE AND DESIGN OF THE MEETING**

The Girls’ Education and Empowerment Consultative Workshop set out to achieve the following objectives:

- To design a framework for a solid intervention aimed to push the needle for girls’ empowerment in developing contexts.
- To identify priority issues and approaches that should be incorporated into the intervention for the empowerment of marginalized adolescents, both in school and out-of-school.
- To frame a theory of change for girls’ empowerment through education that will help answer the question “What does it take for a girl to become empowered now?”
- To identify critical research questions/research agenda that will help this intervention respond to the theory of change.

The workshop utilized a design thinking approach, combining an empathetic, child-focused understanding of the needs, an exploration of the specific contexts that affect needs, creative approaches to “get out of the box” in generating insights and solutions, and a systematic approach to analyzing and exploring how well solutions fit the context. The workshop sessions alternated between macro-level discussions of empowerment and micro-level discussions of specific children’s lives in small groups to identify needs and opportunities for empowerment. Expert panelists were invited to provide information and insights about intersectional, cross-sectoral and ICT-enabled good practices and approaches, as well as existing and recommended research in the area of empowerment.
External participants and extended CARE staff attended the first two days of the workshop. The third day was reserved for internal discussions among the CARE USA education team and country office representatives to reflect on results of the workshop, implications, and the way forward.

Key meeting outputs are addressed in the next three sections of the report:
- What we know and don’t know about adolescent empowerment
- Priority issues and key research questions related to adolescent empowerment
- The shape of change: A new model for girls’ empowerment and education

A key underpinning of the meeting was attending to what is commonly known about empowerment, what is assumed but not known for certain, and what is emergent and/or unknown. The panelists provided a range of perspectives on topics from empowerment to technology, and participants used their small group discussions to take an in-depth look at the state of knowledge in the field.

What We Know and Don’t Know about Adolescent Empowerment

WHAT WE KNOW

Participants identified many barriers to adolescent (both boys and girls) education and empowerment, including:

<table>
<thead>
<tr>
<th>PERSONAL AND AT HOME</th>
<th>COMMUNITY AND AT SCHOOL</th>
<th>CULTURALLY AND STRUCTURALLY</th>
</tr>
</thead>
<tbody>
<tr>
<td>♦ Domestic workload</td>
<td>♦ Poor education</td>
<td>♦ Limited opportunities for girls’ decision-making</td>
</tr>
<tr>
<td>♦ Puberty</td>
<td>♦ Distance traveled to school</td>
<td>♦ Negative cultural/gender norms</td>
</tr>
<tr>
<td>♦ Forced marriage</td>
<td>♦ Teacher absenteeism</td>
<td>♦ Law social positioning of girls</td>
</tr>
<tr>
<td>♦ Early pregnancy</td>
<td>♦ Isolation for rural girls in urban secondary schools</td>
<td>♦ Low recognition or appreciation of girls/adolescent rights</td>
</tr>
<tr>
<td>♦ Limited skills to help navigate relationships</td>
<td>♦ Violence, vulnerability and safety issues</td>
<td>♦ Negative rites of passage</td>
</tr>
<tr>
<td>♦ Peer pressure</td>
<td>♦ Lack of a social network</td>
<td></td>
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<tr>
<td>♦ Hopelessness</td>
<td>♦ Lack of spaces for self-expression or personal development</td>
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<tr>
<td>♦ Low social status</td>
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<tr>
<td>♦ Lack of a value for education</td>
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<tr>
<td>♦ Consequences of poverty</td>
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</tbody>
</table>
Research has been done around many of these challenges and the impact that education can have on them. These challenges and barriers continue to be cited as impediments to girls’ education and empowerment, and must continue to be addressed.

**WHAT WE DON’T KNOW**

In addition to what is known about adolescent education and empowerment in developing contexts, further discussion centered on what is assumed but not well-studied, what is unknown, and what levers might “push the needle” for understanding and addressing adolescent empowerment. Several core issues that arose as not well documented include:

- Specific challenges of adolescence, in that the multiple dimensions of empowerment shift depending on where a girl is in her life cycle.
- The roles that relationships and societal structures play in helping to create enabling environments, ensuring support and intergenerational sustainability for empowerment.
- The interconnectivity of such areas as socio-emotional development, sexual and reproductive health, and life skills
- How to ensure that girls don’t experience unintended consequences or repercussions brought on by societal responses to their empowerment
- How girls can be active participants in determining their own life trajectories and defining their paths to empowerment
- What global trends may influence empowerment (e.g. extremism in some country contexts that poses additional safety risks to girls)

**Priority Issues Key to Adolescent Empowerment**

Discussions around what would help CARE define adolescent empowerment interrogated various areas, asking what was essential or missing within those approaches and hence feed into priority issues and research questions for this empowerment agenda.

Participants sought to respond to the question of “what an empowered girl and boy would look like now and in the future (5 years)” and also to interrogate what the society they live in should look like to support their empowerment. Based on these discussions, participants identified the goal of an adolescent empowerment initiative as follows.

**Goal Statement:**

Adolescents, especially marginalized girls, can build capabilities and pursue opportunities to realize their aspirations.
Key themes that would support the realization of this goal statement were identified over the course of the meeting and fell into three categories:

a) A more comprehensive view of engaging youth in self-determination and active community participation:

- The importance of girls having a sense of purpose, of their own self-worth, and the skills and support to imagine and design a plan for their future.
- What it means for a girl to define empowerment for herself, within her cultural, religious, and other axes of identity. Multiple dimensions of empowerment are based on the life cycle of the adolescent and how empowerment changes over the course of a girl’s life into adulthood.

b) A broader understanding of what skills will be most valuable and how they tie together:

A key outcome of the workshop was the identification of key skills that adolescents need to be equipped with to facilitate their empowerment now and into the future. The group recognized that central to building resilience in adolescents should be attention to leadership skills, reproductive health, and equipping and empowering them to be economically independent and able to adapt to changes that impact their economic and social capability and positioning

- Provision of a quality and relevant education. Ensuring that adolescent girls and boys are learning effectively and are capable of applying their learning for their own development. The relevance of the education experience should respond to “education for what?” in each context. This includes promoting cultural, social and economic relevance of an equitable education.
- A need to explore what 21st century skills might look like in the context of girls’ education—recognizing the need to build skills related to ICT utilization to enhance learning, facilitate the identification of opportunities, and encourage adolescents to engage and take action with others. Critical within this concept is the development of leadership skills which include critical thinking and the ability to make choices and decisions) and providing opportunities to be actively engaged in collaborative, youth-led initiatives, and experience a different cultural norm around the perceptions of success and opportunities to try new ideas and to meaningfully participate in their own development over the course of their lives.
- The need for girls to learn more about their sexuality as adolescents and have access to information and services pertaining to sexual and reproductive health, managing relationships/power dynamics and decision making. This should include addressing early/child marriage and support for married adolescents.
- A comprehensive focus on economic empowerment. This includes preparing young people for the workforce through financial literacy and vocational skills development, but with a focus on transferable skills such as market analysis, inclusion of young people in the market value chain and business management and development skills. Of course all this must be coupled with the creation of opportunities for young people to engage and a linkage with local and national level economic development strategies.
- The participants recognized the centrality of addressing gender norms that influence and shape identity from a child’s birth throughout her or his life. This work is critically dependent on parental, community, and intergenerational dialogues, engaging women, men and boys as gender change agents and peer role models, and providing girls with mentorship, leadership opportunities, and educational
opportunities. This effort should be part and parcel of all girls’ empowerment work so that the onus of empowerment is not laid on the girls’ themselves, hence making them more vulnerable, but on the enabling environment to provide both the resources and opportunities necessary to ensure equity and healthy progression into empowerment.

c) Attention to the environments surrounding girls, both in and out of school, and how they can support empowerment:

- The need for **supportive, enabling environments** (both structural and by addressing gender norms) to enable young people to realize their aspirations. Empowerment cannot succeed if it is a burden carried solely by the individual who functions within relationships and structures that are unsupportive.
- Supporting adolescents in **life transitions** that may involve leaving or re-entering school, or entering second-chance and alternative forms of schooling or leaving school and transitioning to work or marriage
- Providing quality, relevant, linguistically appropriate education
- Attention to **global trends** (e.g. extremism, power differentials) so that the theory of change helps a girl become a supported actor within her societal structures, not a victim of unintended consequences of her empowerment due to relational and structural pushback to her individual empowerment.
- The need to think broadly about **inclusivity**—both the “who,” including disabled and isolated youth, and the “how”—creating programs that are well integrated across formal, non-formal, community, religious, and home learning opportunities.

**Developing a Research Agenda**

Discussion around a preliminary research agenda on empowerment was sparked by a panel of research experts who identified some of the key issues and challenges they see in the sector. Participants developed a list of questions for CARE to take forward in their planning and advocated that CARE think strategically about what aspects of research make the most sense in given contexts.

The research agenda is clearly intertwined with the monitoring, evaluation, and learning plans for upcoming program concepts and designs. Participants emphasized the need to integrate M&E and research designs from the inception of a project and to re-evaluate often so that evaluation informs the programming throughout the life of the project. In addition, programs must monitor and evaluate impacts on both girls and boys to ensure that empowering girls is not resulting in the marginalization of boys or in unintended consequences for girls.

Although the primary focus was on generating questions rather than delving into design parameters, there was some discussion around types of research designs. A suggestion was made to focus on quasi-experimental design as an alternative to randomized control trials (e.g., look at comparison groups in adjacent communities rather than control groups). Further discussion addressed alternative research designs that look at girls’ and boys’ empowerment trajectories from baseline to endline and beyond by assessing an individual’s growth from start to later stages of program contact. There was a recognition of the value of longitudinal analysis and mixed method research to ensure data reliability and credibility, and the opportunity CARE has to do this type of research.

There was a rich discussion about what CARE needs to measure in an adolescent empowerment intervention and what it means to focus on girls as the unit of measure. The focus on girls in measurement is connected
with the empowerment framework and the interconnected levels of agency/individual, relational, and structural impacts. The intersectionality panel also discussed the use of cross-sectoral tools, such as a multisectoral approach to adolescent empowerment touching on the various dimensions of life, including financial knowledge, sexual/reproductive knowledge, and leadership skills. One useful analogy is of a clock with the hour, minute, and second hands hitting the hour at the same moment. Like the clock, measuring domains of the girl’s (or boy’s) own life (the seconds) along with her environment (minutes) and policies and structures affecting her life (hours) can allow for immediate feedback from the smallest unit, the individual life, as well as larger-scale shifts in perceptions and practices at the community level and policy/structural changes. When all hands of the clock synchronize and reach the same moment, we should see a new paradigm for a girl’s life and her empowerment at all levels. A draft agenda of research questions emerged from the discussions, as shown in Table 2 below.

**Theory of Change for Adolescent Empowerment**

The framing of the theory of change discussion included an overview of how CARE defines a theory of change: a pathway of change that illustrates the relationship between the actions and the outcomes and also shows how outcomes are related to each other over the lifespan of the initiative. CARE’s approach requires a precision about the type of changes we want to achieve.

Based on the priority areas and vision of what needs to be addressed to define adolescent empowerment with a specific focus on girls’ empowerment and attain the stated goal, the following theory of change emerged.

**EMERGING THEORY OF CHANGE FOR ADOLESCENT EMPOWERMENT**
As described previously, for CARE, this work must be clearly connected to global trends and specifically to the CARE 2020 Program Strategy. This means, in part, that education efforts for adolescent empowerment will flow into CARE’s broader priorities for addressing the underlying causes of poverty and injustice: strengthening gender equality and women’s and girls’ voices; promoting inclusive governance; and increasing resilience to economic and environmental shocks.

Next Steps

The three-day consultative workshop integrated and distilled a wide range of expertise to produce:

- a set of priority issues and specific research questions to advance knowledge in the field
- a goal statement that captured the spirit of the discussions while remaining high level enough to enable creativity and innovation at the country office level,
- a set of fundamental pillars of the theory of change along with underlying strategies and potential opportunities to build programming around these pillars, and
- a potential shape for a model of change that incorporates the dynamic nature of girls’ empowerment and education programming.

The next steps include unpacking the goal statement and emerging pillars to define strategies, developing an action plan with timelines and targets, and designing M&E frameworks. High-level work will occur at the CARE USA office, while country office teams will develop specific proposals in response to a call from CARE USA anticipated to be released in February 2015.

At the CARE USA level, the team will address how the pillars of change can be translated into a full theory with coordinating metrics and what types of guidance in these areas will be included in the call for proposals to country offices.

Potential research questions that have emerged from the consultative meeting and suggested monitoring, evaluation, and learning frameworks can be further discussed within country contexts and built into country office proposals.

In addition, the opportunities for intersectional and cross-sectoral approaches can be further explored at the country level. Country representatives also suggested developing regional partnerships and reviewing the advocacy agenda with local partners.

ADDITIONAL SUGGESTIONS FROM THE MEETING PARTICIPANTS INCLUDED:

RESEARCH

- Work with local researchers to evaluate performance and with technology students to develop innovative strategies for using existing technology and local resources to improve access, relevance and quality of education.
- Incorporate findings from current research studies (e.g., USAID work readiness skills, 3iE evidence gap map, ILO interventions to improve labor market outcomes for youth) and toolkits (Advocates for Youth Community pathways).
COMMUNICATIONS AND OUTREACH

- Publish stories of girls and women who have overcome barriers, especially high-level stories of girls or women that have succeeded, targeted toward girls and women within the impact populations themselves as well as CARE partners.
- Consider a film screening through BigDreamMovement.com, which is a film/documentary that encourages girls to pursue science and technology.

PROGRAMS AND LEARNING

- Develop a robust learning strategy that documents what changes for girls and why.
- Programs are only as strong as their implementers and points of contact with youth. Teachers, mentors, administrators, etc., must be empowered to be able to nurture the vision.
- Train trainers in positive aptitude methodologies and skills.
- Develop CARE regional agenda with policy targets mapped out by country and region, and ensure that these agendas have timelines and people who are responsible for them.
- Attend to potential repercussions of a girl’s empowerment within her community and country so that she does not become a victim of her own empowerment.

ADVOCACY

- Build the advocacy agenda.
- Partner with governments to improve the quality of the educational system.

AND...

- Don’t overlook what has worked well in pursuit of what may be new and untried.
## Annex A: Agency/relational/structural components of Theory of Change

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Strategies</th>
</tr>
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</table>
| **Essential life skills and ability to make informed choices**            | ◆ Build capacity of adolescents to design and execute a life plan for positive growth trajectory  
◆ Self-esteem skills  
◆ Access to information  
◆ 21st century skills (courage and managing failure)  
◆ Financial literacy  
◆ Sexual and reproductive health  
◆ Negotiation/communication skills  |
| **Improved educational relevance, quality and learning environment**      | ◆ Aspirations  
◆ Confidence to forge a new path  
◆ Acquisition of multiple vocational skills coupled with an understanding of business skills, financial literacy and market analysis|
| **Transform gender norms throughout the lifecycle**                       | ◆ Leadership skills  
◆ Life skills  
◆ Confidence, self-esteem  
◆ Vision  
◆ Sense of purpose  
◆ Self awareness  
◆ Awareness of rights  
◆ Sense of choice  
◆ Awareness/access to safe places  |
| **Advocacy for gender-equitable policies**                                | ◆ Mentorship and leadership programs  |
| **Strengthening opportunities for all members of the community by advancing gender equality and empowerment of women and girls** | ◆ Convening community dialogue on relational topics; intergenerational conversation  
◆ A shared understanding of the value of girls  |
| **Develop curriculum/ frameworks to guide youth**                         | ◆ MOE resources  
◆ SRH educ. policies  
◆ Language of instruction  
◆ Teacher professional development policies and practices  
◆ Curriculum to foster relevant job skills  
◆ Bridge in-school/out of school experience  |
| **Promote supportive relationships within family and community**          | ◆ Family support  
◆ Community engagement in education mgt.  
◆ Peer relations  
◆ Teacher-student relationship  |
| **Facilitate parental and intergenerational dialogue**                    | ◆ Family/relationships  
◆ Peers  
◆ Teachers  
◆ Males in community  
◆ Role models  
◆ Supportive environment  |
| **Improve gender norms**                                                  | ◆ Religious structures  
◆ Policy frameworks  
◆ School systems  
◆ Health care info/access  
◆ Local governance  
◆ Cultural norms  
◆ Need mechanisms where they can report feeling safe  
◆ ICT platforms to provide supportive  |
| **Create support networks**                                               | ◆ Advocacy for gender equitable policies  |
| **Advocate for gender-equitable policies**                                | ◆ Addressing policy,  
◆ School practices,  
◆ Address intersection with health  
◆ ICT platform to galvanize action for advocacy  |
As described previously, this work must be connected clearly to global trends and specifically to the CARE 2020 Program Strategy. In the CARE 2020 Program Strategy, there are no sectoral outcomes. Instead, outcomes relate to exercising rights. In that sense, no outcome prescribes education explicitly and no outcome excludes education in the strategy. This means, in part, that education efforts for empowerment will flow into creating resilience, gender equality, economic empowerment, and sexual and reproductive health improvements.

Since education is essential and is a building block for all of the outcomes, it is incumbent on this model of change to demonstrate its necessity in driving the CARE 2020 Program Strategy so that girls exercise their sexual and reproductive rights, can live in safety and free from violence, and have a voice in household decisions.
<table>
<thead>
<tr>
<th>Empowerment Area</th>
<th>Priority Issues</th>
</tr>
</thead>
</table>
| **Youth Engagement and Self-Determination** | ♦ Systematically engage youth in strategic efforts at the local, regional, and country level  
♦ Find a way to capture youth’s voice and help tell their stories  
♦ Use stories to present different pathways and opportunities for girls to address the challenge of the lack of female role models. |
| **Skills Development**                   | ♦ Target the right skills at the right stage of development. Adolescents between the ages of 10 and 18 need very different approaches.  
♦ Develop youth’s problem solving, decision-making and critical thinking skills. Help them to identify opportunities and career pathways.  
♦ Entrepreneurship is not the one solution to solving the youth unemployment crisis. What is needed is how to better connect youth to labor markets and make them agile enough to deal with market shifts.  
♦ Provide children and youth with financial inclusion strategies working with CSOs, Ministries of Education, Finance, etc..  
♦ Use an integrated, cross-sectoral approach to educating adolescents (e.g. livelihood education, financial education, social/health interventions, conflict and peace)  
♦ Identify and test techniques for personalized learning systems to determine which best serve beneficiaries in specific situations, as well as their cost-effectiveness and scalability. |
| **Enabling Environments**                | ♦ Incorporate technology where appropriate but start with clear teaching and learning goals.  
♦ Ensure there is a support structure in place to make sure adolescents know how to use technology and feel empowered to do so  
♦ Focus on how to increase the quality of education to attract girls to school.  
♦ Tackle dimensions of gender equality such as early pregnancy, child marriage, GBV, girls with disabilities, exclusion from education.  
♦ Support local organizations in improving the purpose, quality and relevance of education and scale those solutions into the education system.  
♦ Stronger bridges between the in-school and out-of-school experience  
♦ Greater community engagement in school oversight  
♦ Support changing the national examination systems (move away from teaching to the test and pass/fail nature of the exam system so that learners can grow and learn without being excluded by this system)  
♦ Support national education libraries – free libraries to cover everything from Kindergarten to highschool so anybody in the world can get the knowledge they need to learn literacy in a national digital library. |
<table>
<thead>
<tr>
<th>Empowerment Area</th>
<th>Research Questions</th>
</tr>
</thead>
</table>
| Education Barriers/              | ♦ How can household opportunity costs for sending girls to school be offset?  
| Push-Pull Factors                | ♦ What factors contribute to delaying early marriage?  
|                                  | ♦ Why and how does education delay marriage?                                                                                                                                                                       |
| Policy, Advocacy, and            | ♦ What are the positive and negative consequences of policy on adolescents (e.g., criminalization of sex before marriage)?  
| Structural Change                | ♦ How can a promising program be brought to scale? What is the cost benefit? How can it achieve cost efficiency?  
|                                  | ♦ What structural changes are needed for girls’ empowerment?                                                                                                                                                        |
| Skills Development and Capacity  | ♦ What is driving adolescents to engage in skills development? What are the motivating factors?  
| Building                         | ♦ What is the impact of 21st century skills development on broader learning outcomes?  
|                                  | ♦ When 21st century skills are fully applied, does it make a difference?  
|                                  | ♦ How do 21st century skills influence gender norms?  
|                                  | ♦ How do we train teachers to teach 21st century skills?  
|                                  | ♦ What are the characteristics of an empowerment school curriculum?  
|                                  | ♦ How do we build research capacity in the Global South?  
|                                  | ♦ How do we identify local university researchers and develop their capacities?  
| Behavior Change and Developmental| ♦ How do behaviors change of teachers, head teachers, and district supervisors over time?  
| Stages                           | ♦ How do phases of empowerment change over time as adolescents move through ages and developmental stages from age 10 to 18?  
|                                  | ♦ How does empowerment affect risks in disasters and post-conflict settings?  
|                                  | ♦ How can individual pathways of empowerment be created with girls forming their own life plan for their own needs and circumstances?                                                                                   |
# Annex C: Integrated Draft Theory of Change

Adolescents, especially marginalized girls, can build capabilities and pursue opportunities to realize their aspirations.

<table>
<thead>
<tr>
<th>I. Essential Life Skills and Ability to Make Informed Choices</th>
<th>II. Improved Educational Relevance, Quality and Learning Environment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Key Outcome:</strong> Disadvantaged girls and marginalized communities see a positive future for girls</td>
<td><strong>Key Outcome:</strong> Girls gain foundational and 21st century skills through in-school and out-of-school education</td>
</tr>
</tbody>
</table>

- Build capacity of adolescents to design and execute a life plan for a positive growth trajectory; promote multiple pathways and learning from setbacks; develop sense of purpose (set realistic expectations)
- Develop a holistic life skills development approach that addresses the physical, emotional, intellectual, physical and social stages along the child development continuum (e.g., taking risks, managing failure, financial literacy, sexual and reproductive health, negotiation, communication skills, sense of choice, awareness of rights, self-awareness, vision, confidence, self-esteem, access to safe places etc.)
- Facilitate experiential learning activities, immersion experiences and volunteer opportunities for practical application of leadership skills
- Provide meaningful professional mentoring opportunities for vocational skills and career development
- Ensure inclusivity, especially for the most marginalized (disabled, out of school, isolated in urban areas/secondary school);
- Support school, work, life transitions to ensure safe, positive and continuous growth
- Provide access to appropriate technology to support girls in developing ICT skills and making informed decisions

- Integrate foundational skills (resilience, health, self-esteem, confidence, learning from failure, grit) and 21st century skills (collaboration, critical thinking citizenship, leadership, etc.) into in-school and out-of-school education curricula
- Create active, engaging, inclusive, child-centered learning environments
- Create spaces for adolescents to develop art, technology, social advocacy and citizenship skills to inspire actions in-school and out-of-school
- Build a bridge between non-formal and formal education
- Develop high-quality, locally relevant and linguistically appropriate curricula and learning materials
- Promote community engagement in education management
- Improve peer and student-teacher relations via gender-sensitive approaches
- Develop curriculum to foster relevant job skills
<table>
<thead>
<tr>
<th>III. Transforming Gender Norms throughout the Lifecycle</th>
<th>IV. Advocacy for Gender Equitable Policies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Key Outcome: Girls feel safe emotionally, physically and socially to exercise their rights and achieve their full potential</td>
<td>Key Outcome: Girls live within relationships and societal structures that support their personal growth, development, and safety.</td>
</tr>
</tbody>
</table>

- Transform gender norms throughout the lifecycle beginning with birth, and ensure access to equal education, opportunities and life experiences (gender norms will influence the kind of education the child will receive – inequality starts at birth)
- Facilitate parental, community and intergenerational dialogues around gender norms, gender relations and structural conditions for change
- Engage men and adolescent boys in the community to serve as gender change agents and peer role models
- Promote positive relationships within the family and community to support girls’ transformational change
- Facilitate mentorship and leadership opportunities
- Provide opportunities for girls to develop STEM, ICT and other skills in non-traditional fields
- Address education intersection with health and other sectors to create gender-responsive programs in collaboration with strategic partners

- Promote girls’ education and equity through religious, government, school, health, and community-based mechanisms
- Advocate for gender equitable policies and resource allocation in education, health, social and economic empowerment programs
- Promote gender-responsive teaching, professional development, and policies to improve quality of education
- Increase MOE awareness of critical 21st century skills to promote transformation of curriculum and teacher quality
## Annex D: Workshop Agenda

<table>
<thead>
<tr>
<th>Day</th>
<th>Topics</th>
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</table>
| 1   | ◆ Overview of CARE’s Global Program Strategy and Education  
    ◆ Small group: Journey Mapping: Identifying Needs and Opportunities  
    ◆ Panel Discussion #1: Girls’ Empowerment: What does it take for a girl to become empowered now?  
    ◆ Small group: Journey Mapping: Potential Points of Intervention  
    ◆ Panel Discussion #2: Intersectionality: How does education intersect with sexual and reproductive health, GBV, economic conditions?  
    ◆ Small group: Identify potential pillars of change  
    ◆ Panel Discussion #3: ICT: How can technology be used to facilitate education and adolescent empowerment in developing contexts? |
| 2   | ◆ Defining Theory of Change  
    ◆ Develop a Goal Statement  
    ◆ Facilitated Panel #4: Research Agenda: How can our research agenda inform and support advocacy for girls’ empowerment?  
    ◆ Small group: Prioritize research agenda items  
    ◆ Small group: Review the draft TOC framework; feedback on missing elements  
    ◆ Recap/close and list of remaining following up issues |
| 3   | ◆ Small group: Reflect on the TOC goal statement  
    ◆ Discuss CARE Global program strategy with Thomas Reynolds/CARE VP  
    ◆ Small group: Dream: develop concepts for potential action on emerging TOC in country contexts  
    ◆ Generate commitments from country offices for moving forward  
    ◆ Review revised TOC goal statement  
    ◆ Review envisioned proposal process of CARE USA for country offices |
Annex E: Participant List

Hosted by the CARE USA Education Team, the meeting brought together:

- CARE country office representatives from India, Cambodia, Kenya, Nepal, Zimbabwe, Timor Leste, Rwanda, Peru, and Mali.
- CARE staff from the broader team including members of the Executive Management Team, Sexual and Reproductive Health Unit, Economic Development Unit, Marketing and Communications Unit, and the Strategic Partnerships and Alliances team.
- Key external partners at the global level were represented by the Heads of the UN Girls’ Education Initiative (UNGEI), and the Forum for African Women Educationalists (FAWE) and senior representative from the International Center for Research on Women (ICRW) and Child and Youth Finance International (CYFI). Donor partners present included General Mills, MacArthur Foundation, and Microsoft. Research partners included the Miske Witt and Associates (MWAI), EdIntersect and the University of California-Berkeley. New potential partners included Advocates for Youth, Legacy International, Open Learning Exchange (OLE), Team4Tech, and Worldreader.

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<th>Girls’ Education and Empowerment Consultative Workshop External Participants List</th>
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<tr>
<td>Nora Fyles</td>
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<td>Nicole Cheetham</td>
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<td>Ann Warner</td>
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<td>Irene Diaz Soto</td>
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<td>Kristen Molyneaux</td>
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<td>Brittany Davis</td>
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<td>Tatiana Farfan de la Vega</td>
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<td>Suman Sachdeva</td>
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<td>Aabira Sher Afgan</td>
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<td>Mary-Kate Wilson</td>
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Founded in 1945 with the creation of the CARE package, CARE is a leading humanitarian organization fighting global poverty. CARE places special focus on working alongside poor girls and women because, equipped with the proper resources, they have the power to lift whole families and entire communities out of poverty. Last year CARE worked in 87 countries and reached 82 million people around the world. To learn more, visit www.care.org.